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ABSTRACT

Proyecto Nuevos Horizontes, a 3-year Title VII-funded bilingual education program, serves 287 Spanish speaking students at James Monroe High School (Bronx, New York). This report evaluates the project's first year of operation, 1985-86. The report contains an introduction describing the school and project goals; information on student characteristics; a description of the program; evaluation findings; conclusions and recommendations; and appendices with program-related statistics and meeting agendas. The program aims to: (1) improve English language skills of limited English proficient (LEP) students while providing daily instruction in Spanish; (2) develop a computer-assisted instructional program to reinforce students' skills in English as a second language, native language arts, and content-area subjects; (3) offer LEP students business education courses; (4) develop career awareness; (5) foster pride in students' ethnic heritage; and (6) increase student attendance rates. According to the evaluation, short term goals were met. Students showed improvement on the Criterion Referenced English Syntax Test. More than 65 percent of the students enrolled in social studies, science and mathematics classes obtained passing grades. More than 70 percent of the students enrolled in native language arts classes passed. The program attendance rate was significantly higher than that of mainstream students. (PS)

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JAMES MONROE HIGH SCHOOL

PROYECTO NUEVOS HORIZONTES

1985-1986

OEA Evaluation Report

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O.E.A. Evaluation Section Report

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Grant Number: G008525045

JAMES MONROE HIGH SCHOOL

PROYECTO NUEVOS HORIZONTES

1985-1986

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Project Coordinator:
Reyes Irizarry

Prepared by the
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A SUMMARY OF THE REPORT

Proyecto Nuevos Horizontes, in its first year of a three-year funding cycle, has two major goals: upgrading instructional programs in English as a second language (E.S.L.), native language arts (N.L.A.), and content-area subjects; and increasing students' attendance rates, thereby making graduating on time more likely.

The project was designed as a transitional program that would both make use of and add to Monroe's extensive computer-assisted instructional program. It served 287 Spanish-speaking students of limited English proficiency (LEP) in grades nine through twelve. Program participants were all recent arrivals from the Caribbean, and Central and South America.

Title VII funds paid for the project's administrative and support-services staff. Teaching costs were met by tax-levy and other funds. A computer resource laboratory was established, and individualized instructional plans were developed for project students. Original curricula and materials were developed for use in E.S.L. computer-assisted classes, and a variety of software materials were purchased and adapted for use by staff, teachers, and students. Staff development activities included in-house demonstrations and workshops on the use of E.S.L. in content-area classes; on the use of the computer center; and on the philosophy and objectives of computer-assisted learning. Staff members also attended extramural workshops, professional conferences, and university courses. During this first year of the project's operation, student attendance was 16 percentage points above the schoolwide rate. This success is attributed to an excellent family assistant who made home visits to truants' parents and followed up on crises and problems that developed in school. The cultural heritage and parental involvement goals of the project have also been implemented.

In the final analysis, the short-term goals of Proyecto Nuevos Horizontes have all been met.

Program objectives were assessed in English language development (Criterion Referenced English Syntax Test [CREST]); mastery of the native language (teacher-made tests); and content-area courses (teacher-made tests). Attendance was evaluated by examination of school and program records. Quantitative analysis of student achievement data indicates that:

--Students tested on the first and second level of the CREST mastered more than one CREST skill per month of instruction, whereas students tested on the third level of the CREST mastered .80 CREST skills per month of instruction.

--More than 65 percent of the students enrolled in social studies, science, and mathematics classes obtained passing grades.

--More than 70 percent of the students enrolled in native language arts classes obtained passing grades.

--The program attendance rate was significantly higher than that of mainstream students.

The following are recommendations for improving the project's effectiveness:

--continue offering staff training in computer-assisted teaching methods; training might be extended to include E.S.L. and substantive courses;

--continue developing individualized instructional material; and

--as the project proceeds, establishing records on mainstreamed students. This would permit an assessment of the project's effectiveness in preparing students for the instruction in English and in evaluating post-graduation plans.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Eulalia Cabrera has interpreted findings and has integrated material into reports. Arthur Lopatin has edited the reports following the O.E.A. style guide and has written report summaries. Finally, Joseph Rivera and Gladys Rosa have worked intensively as word processors to produce and correct the reports. Without their able and faithful participation, the unit could not have handled such a large volume of work and still produce quality evaluation reports.

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PROYECTO NUEVOS HORIZONTES

JAMES MONROE HIGH SCHOOL

Location:	1300 Boynton Avenue Bronx, New York 10472
Year of Operation:	1985-1986, first of a three-year cycle
Target Languages:	Spanish
Number of Students:	287 students
Principal:	Mr. Jack Valerio
Project Coordinator:	Mr. Reyes Irizarry

I. INTRODUCTION

Proyecto Nuevos Horizontes, a Title VII-funded bilingual program, is in its first year of a three-year funding cycle. The program is housed in James Monroe High School in the South Bronx, whose 2,101 students come from the borough's most impoverished sections.

Bilingual services have been provided at Monroe since 1972; thus, Proyecto Nuevos Horizontes supplements bilingual educational projects already in existence at the school. The overall objectives of this project are to:

1. Improve the English-language skills of LEP students while providing daily instruction in the Spanish language. The educational philosophy underlying this objective is that English-language learning is facilitated when students' native-language skills are well developed, because higher-order language skills will transfer from the first, better-developed language to the second.

2. Develop a computer-assisted instructional program to reinforce students' skills in English as a second language (E.S.L.), native language arts, and content-area subjects. To this end, Title VII funding was used to supplement Monroe's computer program and provide LEP students with more time to use computers. Five computers were purchased for the project; three were installed and in use at the project's newly-created computer resource laboratory, which students used at regularly scheduled times and during lunch periods. A resource teacher and/or a paraprofessional was present at all times.

3. Offer LEP students business education courses;

4. Develop career awareness;

5. Foster pride in the students' ethnic heritage while at the same time developing their understanding and appreciation of American culture and values.

A family assistant paid particular attention to student attendance. There was also considerable staff training and parental involvement. Finally, all students were given English-language classes in art, industrial arts, music, and physical education. Although the project had many very ambitious goals, the dedication and intelligence of staff members enabled them to approach their work with enthusiasm.

All of the course offerings met the minimum requirements for graduation as specified in the New York Regents Action Plan (Part 100) and the New York City local diploma requirements. Monroe's bilingual program offered a variety of courses: 26 E.S.L.; 10 Spanish native language; four world history; one economics; two American studies; four fundamental math; two integrated sequential math; five science; three typing; and two business math courses.

II. STUDENT CHARACTERISTICS

The student population at James Monroe was 71 percent Hispanic, 28 percent black, and one percent white or Asian. Fifty-seven percent of Monroe's students them were eligible for lunch at free or reduced rates. Eighteen percent of the total student body was at or above grade level in reading; and 16 percent was at or above level in math.

Of the 1,491 students whose native language was Spanish, 300, or 20 percent, were categorized as LEP. In recent years, Monroe's bilingual program has seen a shift in the student body's origins, with a great increase in the number of students coming from Central and South America. However, students from the Caribbean are still highly represented in Monroe's bilingual population. Fifty-eight percent of the program students were overage for their grade. However, staff members noted that, on the whole, bilingual students showed respect for learning, were enthusiasic, and were well-disciplined and motivated. Tables 1 and 2 present the distribution of program students by country of birth, age, and grade.

TABLE 1

Number and Percent of Program Students by Country of Birth

Country of Birth	Number	Percent
Puerto Rico	124	44
Dominican Republic	67	24
Ecuador	37	13
Honduras	12	4
Nicaragua	10	4
Central and South America (country unspecified)	22	7
United States	12	4
TOTAL	284*	100

*Data were missing for three students.

- Forty-four percent of the program students were born in Puerto Rico.
- Twenty-four percent were born in the Dominican Republic.
- Thirteen percent were born in Ecuador.

TABLE 2

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	7	2	0	0	9
15	18	12	0	0	31
16	30	23	9	0	62
17	19	25	24	6	74
18	7	18	26	15	66
19	1	5	9	11	26
20	0	0	4	2	6
21	0	0	1	0	1
22	0	2	0	2	4
TOTAL	83	87	73	36	279*
Overage Students					
Number	57	50	40	15	162
Percent	69	57	55	42	58

*Data were missing for eight students.

Note. Shaded boxes indicate expected age range for grade.

- More than half (58 percent) of the program students were overage for their grade.
- The highest percentage of overage students was in grade nine (69 percent).

III. PROGRAM DESCRIPTION

PROGRAM PHILOSOPHY

The two chief goals of Proyecto Nuevos Horizontes were the improvement of instructional programs (in E.S.L., N.L.A., and the content areas), and increased attendance, which would make graduating on time more likely. The project was designed as a transitional program that would both use and add to Monroe's extensive computer-assisted instructional program.

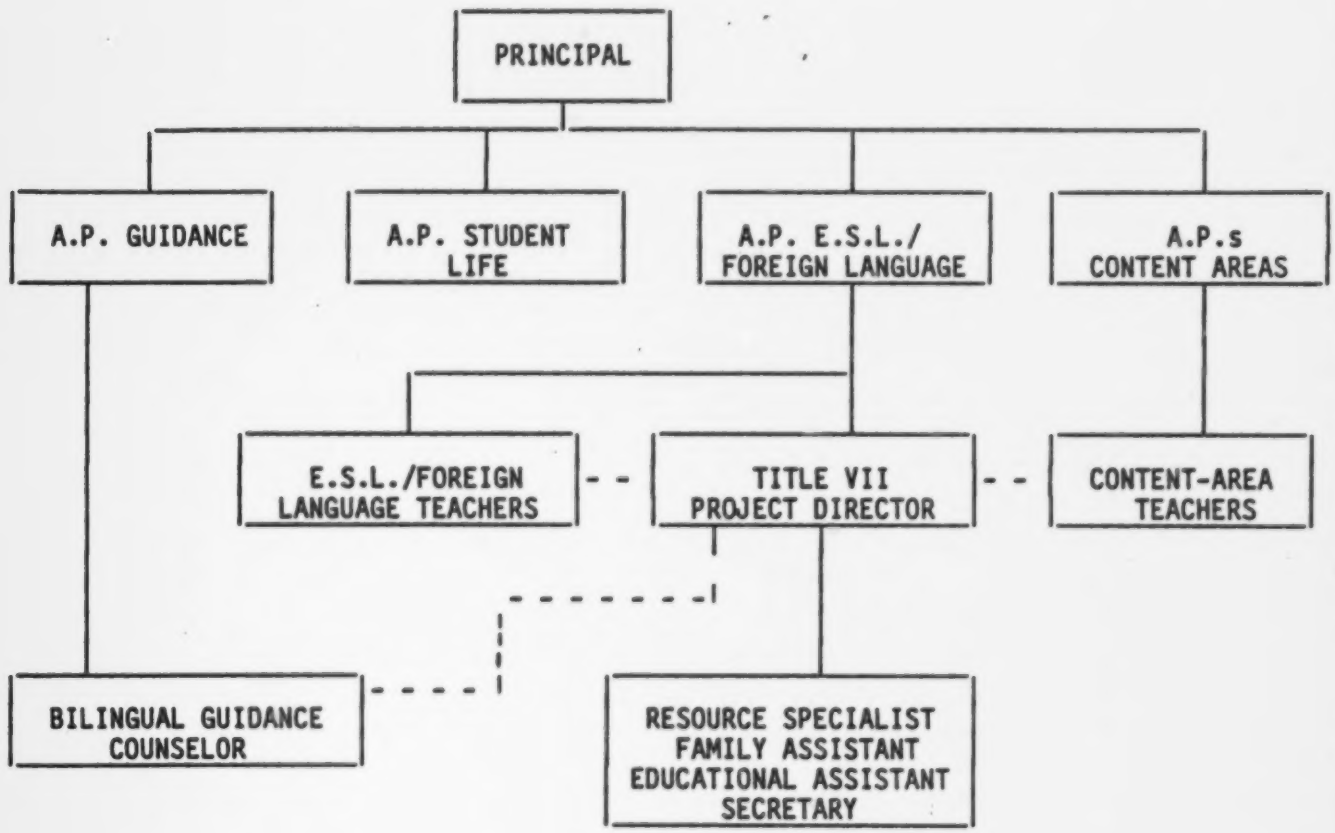
ORGANIZATION AND STRUCTURE

The administration of Monroe's bilingual program is decentralized. (See Figure 1.) The assistant principal (A.P.) for E.S.L./foreign languages supervises E.S.L. and native language instruction, as well as the Title VII staff. The bilingual content-area teachers are supervised by the A.P.s of their respective subject departments. Both the staff and the foreign language A.P. support this arrangement because they believe that bilingual content teachers benefit greatly from the intellectual stimulation they receive from their content-area supervisors and teaching colleagues.

Good communication exists between the principal and staff of the program. The principal monitors overall program policies; the project director implements policies, supervises the Title VII staff, and is responsible for fiscal management. In general, the bilingual program staff has a team approach to implementing the project's goals. The project director, the A.P., and the various content-area A.P.s decide on course offerings collaboratively. Observations of content-area classes

FIGURE 1

Bilingual Program Organization



_____Direct Supervision

----------Collaboration and Communication

are made jointly by the project A.P. and the content-area A.P. Title VII staff consists of the project director, the bilingual resource specialist, the family assistant, a bilingual educational assistant, and a secretary. Teachers and additional educational assistants are paid by tax-levy and other sources.

STAFF CHARACTERISTICS

The project's instructional staff consisted of five E.S.L. teachers, five Spanish-language teachers, two social studies teachers, one math teacher, one science teacher, one stenography teacher, and one accounting teacher (who also served as a guidance counselor). The majority of teachers had over 10 years of teaching experience. (See Appendix A.) In-house training and joint observation by the content-area and the foreign language/E.S.L. A.P.s was established on an ongoing basis.

IV. FINDINGS

Evaluation findings are presented by program objectives. They include the results of student performance in courses and tests, reviews of program materials and records, interviews with relevant personnel, and classroom observations.

INSTRUCTIONAL COMPONENT

--As a result of participating in the program, students in E.S.L. 1, 2, 3, and 4 will master an average of one objective per 20 days of instruction on the Criterion Referenced English Syntax Test (CREST).

--Students in E.S.L. 5 and 6 will master an average of 0.80 objectives per 20 days of instruction on the advanced level of the CREST.

--At least 65 percent of the students will score at or above the 65 percent criterion in social studies, science, and mathematics.

--At least 70 percent of the students will score at or above the 65 percent criterion in native language arts classes.

Instruction in E.S.L.

E.S.L. is a basic component of LEP students' programs: all received two periods of E.S.L. per day (see Appendix B). In accordance with the project's career-development objective, advanced E.S.L. classes focused on the development of the life skills needed to choose a career. These were transitional classes, preparing students to continue their studies in English.

Student Achievement in E.S.L.

The assessment instrument used to evaluate the first two instructional

objectives was the Criterion Referenced English Syntax Test (CREST).* The CREST was administered at the beginning and end of each semester. A mastery score to indicate gains was computed for each student by calculating the difference between pretest and posttest. The number of months of instruction between testings was computed for each student by multiplying the number of months between testings by the student's attendance rate. The number of skills mastered per month was calculated by dividing the mean mastery by the mean number of months of instruction between testings.

Table 3 presents the test results for students who were pretested and posttested with the same level. Of the students who were reported to be taking E.S.L. classes (E.S.L. 1 through E.S.L. 6), complete data (test levels, pretest score, and posttest score) were available for 76 percent in the fall and 71 percent in the spring.

Examination of Table 3 reveals that the program objectives in the E.S.L. area were achieved. Students enrolled in E.S.L. classes 1 through 4 who were tested at the beginning and intermediate levels of the CREST mastered, on the average, more than one CREST skill per month of instruction. Students enrolled in E.S.L. classes 5 and 6 tested at the advanced level of the CREST mastered an average of 0.8 CREST skills per month of instruction.

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*The Criterion Referenced English Syntax Test (CREST) was developed by the Board of Education of the City of New York to measure mastery of the instructional objectives of the E.S.L. curricula, and thus was constructed to maximize content validity. Thes test contains four items per curricular objective, and mastery of an objective is achieved when three of these items are answered correctly. The test measures mastery of 25 objectives at Levels 1 and 2, and 15 objectives at Level 3. The Kuder-Richardson Reliability Estimates for pretest and posttest administrations of the three levels of the CREST are:

Level 1 -- pretest (.91)/posttest (.96)
Level 2 -- pretest (.94)/posttest (.95)
Level 3 -- pretest (.91)/posttest (.91).

TABLE 3

Results of the Criterion Referenced English Syntax Test

Test Level	Number of Students	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Mastery* Mean	Mastery* S.D.	Mean Mastery Per Month
				Fall				
1	67	6.0	5.1	10.6	5.7	4.6	3.0	1.2
2	80	10.9	6.0	16.9	5.1	6.0	3.8	1.7
3	43	9.6	3.2	11.9	2.9	2.3	1.6	0.8
TOTAL	190	8.9	5.6	13.5	5.7	4.6	3.4	1.3
				Spring				
1	66	6.8	5.4	10.8	6.3	4.0	2.8	1.5
2	71	12.4	6.6	16.6	6.1	4.1	3.4	1.5
3	66	9.6	3.6	11.7	2.9	2.1	1.7	0.8
TOTAL	201	9.7	5.8	13.1	5.9	3.4	2.9	1.3

*Posttest minus pretest.

•The program objectives for E.S.L. instruction were achieved both semesters at all levels.

Instruction in Content Areas

1985-86 saw the development of a new policy for the use of English in the content areas, in keeping with recent interpretations of the Aspira Consent Decree. To facilitate the transition of bilingual students into the educational mainstream, the Bronx High School Superintendent and the principal of Monroe determined that gradually increasing amounts of English were to be incorporated into bilingual content-area classes.

In fall, 1985, staff and teachers at Monroe were informed as to how to implement this change in classroom methodology. They suggested that teachers conduct the "Do Now" section of a classroom exercise, or selected readings or second summaries, in English. A teacher-training workshop on this issue was also held. To further support teaching, content-area A.P.s could request the collaboration of the project A.P. in observing and evaluating bilingual teachers. Recommendations on the use of English in the classroom were solicited from the project A.P. at these times. This policy change marked a shift in educational philosophy for some teachers, and was reflected in the varying degrees of skill with which they combined English and Spanish in their teaching.

The project staff continues to be aware of the need to help teachers develop a systematic methodology for using English in their subject areas. This entails an ongoing process, requiring workshops and in-service training. Several workshops were planned along these lines for the spring 1986. (See Appendix C.) A positive response to this policy change was noted by a member of the evaluation team who interviewed two

18-year-old project students. These felt that the use of English in content-area courses helped integrate their learning experiences.

Student Achievement in Content-Area Subjects

Passing rates in content-area courses are reported in Table 4. Overall, the program objectives were achieved in all areas. Students in science, social studies, and native language arts classes surpassed the objective criteria for those areas beyond expectations in both semesters. Students enrolled in math classes did not achieve the program objective in the fall, but did so in the spring with a passing rate of 77 percent. The highest passing rates were achieved in the spring in Spanish (98 percent) and science (97 percent) classes. The lowest passing rate was in math classes in the fall (60 percent).

TABLE 4

Passing Rates for Content-Area Courses

	Fall		Spring		Overall
Content Area	Number of Students	Percent Passing	Number of Students	Percent Passing	Passing Rate
Math	154	60.4	108	76.9	67.0
Science	140	80.0	124	96.9	88.1
Social Studies	197	74.6	139	82.0	77.7
Spanish	209	86.1	196	97.6	91.6

- Overall, the program objective of a 65 percent passing rate was achieved in all areas.
- The program objective was achieved in science, social studies and Spanish both semesters, and in math only in the spring.

COMPUTER-ASSISTED INSTRUCTION

--Title VII funds will be used to supplement the computer program already existing at James Monroe High School and provide LEP students with more time on the actual use of computers.

--Computer-assisted instruction will be used to reinforce skills for E.S.L., native language arts, and content-area instruction.

--A computer resource lab will be created. Computer-assisted instruction will be supplemented by a minimum of one period per week in the computer resource lab. Computer-assisted course work will be purchased and translated if necessary. A resource teacher will select appropriate software and prepare a schedule for the use of the computer resource lab.

Two major long- and short-term objectives of the project were to reinforce computer-assisted instruction in E.S.L., native language arts, and content-area courses among Hispanic LEP students, and to establish a computer resource laboratory complete with courseware, a schedule of usage, and formal instructional plans. The computer resource laboratory was established with five computers and three printers available for student use.

The computer lab was used in two main ways: individual students were selected for once- or twice-weekly formal instruction to help them with their English-, as well as with some native-, language problems; and computer-assisted E.S.L. classes were held once a week. Content-area classes will also be held eventually. In spring 1986, 20 students were receiving once- or twice-weekly formal instruction.

The resource teacher viewed the computer as a motivational tool to reinforce classroom learning, not as a teaching device per se. Teachers were asked to select students with linguistic problems that could be ameliorated by computerized instruction. The staff of the computer lab then developed a formal instructional plan tailored to each student's

particular problems or needs. A systematic file on each student's progress was maintained, together with his or her instructional plan. Each student's work was saved, and there was continuous follow-up and reassessment of his/her progress. Teachers received feedback reports twice a semester, and a progress report was sent to parents once a semester.

The resource teacher ordered software from the company that publishes curricula used by the New York City Board of Education. The program used software for remedial English (emphasizing identification of the main idea, inference, and sequencing), reading mastery and for special preparation for the Regents Competency Test.

The educational assistant in the resource laboratory had begun to collect books for a permanent staff-student library. These included English, Spanish, E.S.L., and content-area books and materials. Students came in individually to ask for help in using the library.

The resource teacher noted that initially some students were intimidated by the computer. However, after they were using the machine, they came to appreciate its value in accelerating learning. Students who had greater difficulty with English appeared more at ease working individually with the computer than they did in the classroom, where their deficits were painfully apparent to their peers. Such students made remarkable progress once they began their formal individualized instruction plan. The computer lab was open during lunch hours; many students seemed to enjoy coming in then to work alone or in pairs.

It should be mentioned that introductory Appleworks word processing software was purchased for students and teachers. It contains lessons on the parts of the computer, the scope of word processing, and elementary word processing. This software is for use by E.S.L. as well as English-language classes. In addition, Regents ALA-ESL, a computer-assisted instructional guide for E.S.L. had been purchased.

Since E.S.L. (and eventually content-area) instructors were to be using computers with their classes once a week, the project A.P. and the resource teacher wrote four lesson plans for computer E.S.L. classes. The E.S.L. staff development specialist from the high school Chapter I/ E.S.L. central office suggested that these lesson plans be disseminated city-wide. The project staff and school were pleased by this recognition.

The project A.P. indicated that the more mainstream students discovered about how computer-assisted instruction had accelerated the learning of LEP students, the more they wanted to have access to computers themselves.

Finally, the staff was planning to inform junior high schools whose graduates could attend Monroe about the success of and student enthusiasm for the project's computer-assisted instruction. This might motivate these youngsters to attend Monroe.

To summarize, Proyecto Nuevos Horizontes had established a computer resource laboratory, developed individualized instructional plans, and introduced E.S.L. teachers to computerized instruction as a way to reinforce classroom teachng. It can, therefore, be confidently stated that the project's chief goals in this area have been achieved. The

resource teacher looked forward to having more students enrolled in the project and to developing additional instructional plans for them.

STAFF DEVELOPMENT

--Bilingual staff members will be fully trained in the philosophy and methodology of bilingual education through college courses, workshops, and conferences.

--Bilingual staff members will be trained in the use of computer hardware and software designed to improve English-language and academic skills.

Staff-development activities, a large component of this Title VII project, had surpassed expectations. Nine in-house workshops and demonstrations dealing with computers, their use in E.S.L., etc., were held before December 1985. (See Appendix D.) Two other workshops and three symposia were held during the same time period. Eight workshops to develop a fuller understanding of transitional bilingual education and computer-assisted instruction were scheduled for the spring semester. Ten staff members attended university courses relevant to this program during the spring as well.

AFFECTIVE DOMAIN

--Participating students will maintain an attendance rate equal to or greater than that of mainstream students.

--Participating students will develop and maintain positive self-image and cultural pride by participating in cultural celebrations and student performances.

Attendance

According to the program director, 34 students left the program: nine dropped out, eight graduated, seven returned to their native country, six

left because of work or family reasons, three transferred to another program, and one was mainstreamed.

Originally, Monroe's attendance rate for bilingual students had been 90 percent. This declined considerably during the years when Title VII funding was absent and a family assistant was not on staff.

One of the hallmarks of Proyecto Nuevos Horizontes was its emphasis on attendance. It had an excellent family assistant, who was in the field two or three days a week. She made phone calls or home visits if a student was absent more than three times, if there was no contact with parents, or if a teacher requested it. She received an excellent response from parents. Title VII funds made it possible for her to be a permanent part of the staff, thereby enabling her to get know the students and their families well. She provided family services if requested; reported discharges and dropouts when discovered; kept progress reports on the students; and maintained communication between families, children, and the school, especially when a crisis or problem arose.

This year, monitoring by the family assistant raised the attendance rate remarkably. Given the success of the monitoring program this past year, project staff anticipated a return to the very high attendance rates of previous years.

Statistical significance between program and school attendance was determined through the application of a z-test for the significance of a proportion.* This procedure tests whether the difference between one

*Bruning, J.L. and Kintz, B.L.; Computational Handbook of Statistics; Scott, Foresman and Company, 1968.

proportion (the program's attendance) and a standard proportion (the school's attendance) is greater than what can be expected by chance variation.

The attendance rate for the program students was 88 percent, 16 percentage points higher than the school's attendance (71.9 percent). The z-test results ($z = 6.06$) indicated that the two attendance rates were statistically different at the .05 level of significance. Thus, the program objective was achieved.

Cultural Heritage

The project held several cultural heritage celebrations, such as Puerto Rican Discovery Day, Dominican Independence Day, and Pan American Week. Students also visited important historical sites in the city. The student advisory board planned all extracurricular activities, worked on the newsletter, organized the singing of Christmas carols at a local nursing home, and helped plan the three cultural heritage celebrations, the bilingual carnival, and the bilingual academic olympics.

The newsletter, Nuevos Horizontes, was a literary and informational paper including contributions from both faculty and students. An educational assistant was available to help students with their articles. She provided students with special help in preparing "Informacion Dominicana," a special issue of the newsletter that commemorated Dominican Independence Day. She indicated that she tried to make students more aware of the cultural and intellectual possibilities outside of the Bronx, which in some ways is a city unto itself.

PARENTAL INVOLVEMENT

--Parents will maintain an active role in all aspects of the project through membership on the Advisory Council.

Many of the project's cultural activities were planned to coincide with activities and meetings for parents. For example, Puerto Rican Discovery Day was held on open school day. The program's parents' association met monthly. Nuevos Horizontes often included information for parents. A workshop for parents on microcomputers was also held. (Appendix E has documentation of Advisory Council meetings, etc.)

V. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

Proyecto Nuevos Horizontes has made great strides in its first year. A computer resource laboratory was established; procedures were developed for creating individualized instructional plans; computer-assisted lesson plans to reinforce E.S.L. materials were written; and text, software, and research materials for use by staff, teachers, and students had begun to be collected. The program met all the student achievement objectives in E.S.L., native language, social studies, science, and math.

Although the attendance rate of the project's students increased as a result of the family assistant's monitoring activities and met the program objective in this area, the staff is not satisfied with the current rate. They look forward to continued improvement during the next year. The cultural heritage and parental involvement features of the project have contributed to the development of an "esprit de corps" among staff, students, and parents.

RECOMMENDATIONS

In terms of the project's long-range goals, the program should:

--Continue staff training on using computer hardware and software to improve students' English and academic skills:

--Develop more individualized instructional programs;

--Continue ongoing project monitoring;

--Continue in-service training and workshops to upgrade the skills of bilingual content-area teachers in incorporating English into their classes in a meaningful, systematic manner; and

--Establish records on students who have been mainstreamed in order to trace their progress and assess the project's effectiveness in preparing students for mainstream classes.

VI. APPENDICES

APPENDIX A

Staff Characteristics: Professional and Paraprofessional Staffs

Title/Function	Percent Time in Each Function	Education (Degrees)	Is person licensed or certified for this title/function? (Y/N/NA)	Total Yrs. Experience Education	Years Relevant Experience Bilingual/E.S.L./ Foreign Language
AP ESL/FL - ESL Teacher	60/40	B.A., M.A.	Y	18	18
ESL Teacher	100	B.A., M.A.	Y	13	13
ESL Teacher	100	B.A., M.A.	Y	15	10
ESL Teacher	100	B.A., M.A.	Y	3	3
Spanish Teacher	80	B.A., M.A.	Y	13	13
Spanish Teacher	100	B.A., M.S.	Y	8	8
Spanish Teacher	60	B.A.	Y	5	5
Spanish Teacher	100	B.A., M.A.	Y	21	21
Spanish Teacher	60	B.A.	Y	8	6
ESL Teacher	60	B.A., M.A.	N	26	12
Bilingual Social Studies Teacher	100	B.A., M.S.	Y	15	8
Bilingual Social Studies Teacher	60	B.A.	Y	1	1
Bilingual Math Teacher	100	B.A., M.A.	Y	14	14
Bilingual Science Teacher	100	B.A., M.A.	Y	2	0
Bilingual Steno/Type Teacher	80	B.A., M.A.	Y	8	5
Bilingual Accounting/Counselor	20/60	B.A., M.A.	Y	11	10
Project Coordinator	100	B.A., M.A.	Y	12	12
Bilinqual Resource Specialist	100	B.A., M.A.	Y	4	4

Staff Characteristics: Professional and Paraprofessional Staffs

Title/function	Percent Time in Each Function	Education (Degrees)	Is person licensed or certified for this title/function? (Y/N/NA)	Total Yrs. Experience Education	Years Relevant Experience Bilingual/F.S.L./ Foreign Language
Family Assistant	100		Y	11	11
Educational Assistant	100		Y	11	11
Educational Assistant	100		Y	13	13
Educational Assistant	100		Y	1	1
Educational Assistant	100		Y	16	1
Secretary	100		Y		

APPENDIX B

Instruction in English as a Second Language and English Reading (Fall)

Course Title & Level (Do not use school codes)	No. of Classes	No. Taught Out of License	No. of Classes with Para.	Total Register	Title VII Register	Periods Per Day	Course Description	Curric.*	Texts/Materials in Use
ESL (Beginning)	7	3	4			2		S	LADO I, II
ESL (Intermediate)	10	2	6			2		S	LADO III, IV
ESL (Advanced)	7	3	4			2		S	LADO V, VI
ESL (Transitional)	2	1	1			2	Career Exploration	P	CAREER SKILLS

Instruction in English as a Second Language and English Reading (Spring)

Course Title & Level (Do not use school codes)	No. of Classes	No. Taught Out of License	No. of Classes with Para.	Total Register	Title VII Register	Periods Per Day	Course Description	Curric.*	Texts/Materials in Use
ESL (Beginning)	8	7	4	107	107	2		S	Lado 1,2
ESL (Intermediate)	9	9	5	183	183	2		S	Lado 3,4
ESL (Advanced)	7	7	3	95	95	2		S	Lado 5,6
ESL (Transitional)	2	1	0	44	42	2	Career Exploration	P	Career Skills

*Curriculum codes: C = NYC Curriculum T = Textbook Curriculum O = Other Curriculum
S = NYS Curriculum P = Program-developed Curriculum

Instruction in the Native Language(s) (Fall)

Course Title & Level (Do not use school codes)	No. of Classes	No. Taught Out of License	No. of Classes with Para.	Total Register	Title VII Register	Periods Per Day	Course Description	Curric.*	Texts/Materials in Use
Spanish 3	2	0	0			1	Spanish	S	Segundo Curso
Spanish 5	2	0	0			1	Spanish	S	ALM III
Spanish 7CS	2	0	0			1	Caribbean Studies	S	Cuentos Hispano-americanos
Spanish 9	1	0	0			1	Spanish Literature	S	Cuentos Espanoles
Advanced Placement	1	0	0			1	Advanced Placement	P	Teacher Prepared

Instruction in the Native Language(s) (Spring)

Course Title & Level (Do not use school codes)	No. of Classes	No. Taught Out of License	No. of Classes with Para.	Total Register	Title VII Register	Periods Per Day	Course Description	Curric.*	Texts/Materials in Use
Spanish 2	1	0	0	18	18	1	Beginning Spanish	S	Sejundo Curso
Spanish 4	2	0	0	67	67	1	Intermediate Spanish	S	ALM III
Spanish 6	3	0	0	57	57	1	Advanced Spanish	S	XX Cuentos Hispanoamericanos
Spanish 8	2	0	0	56	56	1	Caribbean Studies	S	El Arte Del Cuento en Puerto Rico
Spanish 10	1	0	0	17	17	1	Spanish Literature	S	Teacher Prepared
Advanced Placement	1	0	0	14	14	1	Advanced Placement	S	Teacher Prepared

*Curriculum codes: C = NYC Curriculum; S = NYS Curriculum; T = Textbook Curriculum; P = Program-developed Curriculum; O = Other Curriculum

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Bilingual Instruction in Subject Areas (Fall Semester)

Course Title & Level (Do not use school codes)	No. of Classes	No. Taught Out of License	No. of Classes with Para.	Total Register	Title VII Register	Percent of Eng. Used	Course Description	Curric.*	Texts/Materials in Use
GLOBAL HISTORY I	2	1	0			10	Ear. Civ. to Fall Rmn. Empire	S	Historia de la Humanidad
GLOBAL HISTORY II	2	0	1			10	Dark Ages to reformation	S	Historia de la Humanidad
GLOBAL HISTORY III	1	0	0			10	Ind. Rev. to Modern Times	S	Historia de la Humanidad
AMERICAN STUDIES I	2	0	0			25	American Government	S	Teacher Prepared
AMERICAN STUDIES III	2	0	0			25	American Foreign Policy	S	Teacher Prepared
Fundamental Math I	2	0	0			10	Basic Math	S	Teacher Prepared
Fundamental Math II	1	0	0			10	Basic Math	S	Teacher Prepared
Integrated Sequential Math I	2	0	0			25	Algebra	S	Teacher Prepared
General Science I	2	0	0			10		S	
Human Biology	3	0	0			10		S	Ciencias Biologicas

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Bilingual Instruction in Subject Areas (Spring Semester)

Course Title & Level (Do not use school codes)	No. of Classes	No. Taught Out of License	No. of Classes with Para.	Total Register	Title VII Register	Percent of Eng. Used	Course Description	Curric.*	Texts/Materials in Use
Global History 2	3	1	0	82	82	10	Dark Ages - Reformation	S	Historia de La Humanidad
Global History 3	1	0	0	19	19	10	Ind. Rev.-Modern Times	S	Historia de La Humanidad
Economics 1	3	3	0	82	82	25	Introduction	S	Economia Para Todos
American Studies 2	2	0	0	55	55	25	Immigration & Industrialization	S	Teacher Prepared
Fundamental Math 1	2	1	3	49	49	10	Basic Math	S	Teacher Prepared
Fundamental Math	2	2	0	38	38	10	Basic Math	S	Teacher Prepared
Integrated Sequential Math 1	1	1	0	28	28	25	Algebra	S	Teacher Prepared
Integrated Sequential Math	1	1	0	10	10	25	Algebra	S	Teacher Prepared
General Science 2	2	2	2	59	59	10	General Science	S	Teacher Prepared
Human Biology 2	3	3	0	85	85	10	Human Biology	S	Biologia

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Specialized Courses (Fall Semester)

Course Title (track &/or level)	No. of Classes	No. Taught Out of License	No. of Classes with Para.	Total Register	Title VII Register	Percent of Eng. Used	Course Description	Curric.*	Texts/Materials in Use
Typing I	2	0	0			10		S	
TYPING II	1	0	0			10		S	
TYPING III-V	1	0	0			10		S	
BUSINESS MATH I	2	0	0			10		S	

Specialized Courses (Spring Semester)

Course Title (track &/or level)	No. of Classes	No. Taught Out of License	No. of Classes with Para.	Total Register	Title VII Register	Percent of Eng. Used	Course Description	Curric.*	Texts/Materials in Use
Typing I	1	0	0	15	15	10		S	
Typing II	1	0	0	18	18	10		S	
Typing III-V	1	0	0	23	23	10		S	
Business Math I	1	0	0	19	19	10		S	
Business Math II	1	0	0	22	22	10		S	

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APPENDIX C

To: All Bilingual Staff
From: J. Bernstein, Bil. Res. Spec.
Re: Staff Workshops

Dec. 17, 1985

The current Title VII legislation stipulates the allocation of funds for the development of transitional bilingual programs which emphasize infusion of English language skills in all subject areas. Proyecto Nuevos Horizontes is funded as a transitional bilingual program.

The following staff training workshops are being planned to develop a fuller understanding of transitional bilingual education and computer assisted instruction. Dates, times and locations will be announced.

Implementation of the Instructional Goals and Objectives of Proyecto Nuevos Horizontes

Computer Assisted Instruction in the ESL Classroom

The Educational Assistant in the Computer Assisted ESL Classroom

The Nuevos Horizontes Resource Lab

Incorporating Bilingual Content Subjects in the ESL Classroom

ESL in the Bilingual Social Studies Class (techniques, methodology)

ESL in the Bilingual Science Class (techniques, methodology)

ESL in the Bilingual Math Class (techniques, methodology)

APPENDIX D

Staff Development Activities in School

Strategy	Description(s), Goals, or Titles	Staff Attending No.	Staff Attending Title(s)	Speaker or Presenter
Dept. Meetings	Nov. 25 Intro to Appleworks	10	For Lang./ESL Teachers	L. Garcia-Riley
	Dec 5 -Critical Thinking	25	English & FL/ESL Depts.	C. Gladstone
	Oct. 21 -Placement & Promh in ESL	13	ESL/Foreign Lang.	R. Quintanilla
Workshops (list) 1/30/86	PFC Writer-Computers	18	Business Dept. Soc. Stud. Dept.	M. Morton
1/30/86	Intro. to Computers	22	School Staff	J. Bernstein
1/30/86	Word Processing in FL/ESL Classroom	17	FL/ESL & Special Ed.	L. Garcia-Riley
1/3d/86	Staff Dvpt.	all	H.S. Staff	Various
9/5/85	Developing writing through Pictures	13	FL/ESL	L. Garcia-Riley
Other: demonstration lessons, tures, etc. Oct. 4	Use of a/an ESL 1	4	Principal, ESL Teach. AP Admin, Ed. Asst.	J. Bernstein
Oct. 25	Past Tense-Regular Verbs ESL 2	6	Principal, ESL Teach. Educational Asst.	L. Garcia-Riley
Dec/Jan	Introductory Computer Lessons #1-4	6	New teachers, A.P. ESL Teach. Ed.Asst.	J. Bernstein/L.Garcia-Riley
11/27	Adjectives (ESL 1)	4	A.P. FL/ESL, ESL Teach. Ed. Asst.	Marilyn Bach

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1/3/86	Staff Dvpt.	all	H.S. Staff	Various
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Other: demonstration lessons, pictures, etc. Oct. 4	Use of a/an ESL 1	4	Principal, ESL Teach. AP Admin, Ed. Asst.	J. Bernstein
Oct. 25	Past Tense-Regular Verbs ESL 2	6	Principal, ESL Teach. Educational Asst.	L. Garcia-Riley
12/13	Introductory Computer Lessons #1-4	6	New teachers, A.P. ESL Teach. Ed. Asst.	J. Bernstein/L. Garcia-Riley
11/27	Adjectives (ESL 4)	4	A.P. FL/ESL, ESL Teach. Ed. Asst.	Marilyn Bach

APPENDIX E

PROYECTO NUEVOS HORIZONTES

GENERAL MEETING FOR PARENTS

AGENDA

1. Welcome - Mr. Irizarry
2. Proyecto Nuevos Horizontes Overview - R. Irizarry
3. The role of the Counselor - L. Jackson
4. Student Activities - M. Castano
5. Questions and Answer period

MINUTES

Mr. Irizarry began the meeting by welcoming and thanking the parents for attending the General Orientation Session. He then introduced Ms. Garcia Riley, the Assistant Principal of Foreign Language and ESL, Judy Bernstein, Title VII Resource Specialist, Lucia Jackson, Guidance Counselor, Lourdes Martinez, Title VII Educational Assistant, Julia Ayala, Title VII Family Assistant and Martha Castano, student representative of the Advisory Council.

Mr. Irizarry then summarized the important features and objectives of Proyecto Nuevos Horizontes which include improving student achievement and improving student attendance. Title VII funding will make available the resources necessary to implement a successful bilingual program which will meet the educational needs of limited English proficient students.

Ms. Jackson then summarized the Guidance component of Proyecto Nuevos Horizontes. She explained graduation requirements, bilingual course offerings, and the alternate requirements in lieu of the Regents Competency tests. Ms. Jackson emphasized the important role that parents can play in encouraging their children to use English. She suggested buying English language newspapers and limiting viewing of Spanish speaking stations on the television.

Mr. Irizarry introduced Martha Castano, a senior, and member of the Proyecto Nuevos Horizontes Advisory Council. Martha summarized the activ ities planned for this school year, which will include a Christmas Carnaval, a parranda in a nursing home, the celebration of Dominican Independence Day, and Pan American Week, the Bilingual Academic Olympics, the publication of a student magazine and cultural trips. Martha reported that the students are very excited about all their activities. She encouraged parents to joint the Advisory Council and help plan these activities.

Mr. Irizarry then asked parents for questions and comments. The parents were invited to enjoy the buffet of typical Puerto Rican food prepared by the teachers, parents and students of Proyecto Nuevos Horizontes.

Respectfully submitted,

Ruth Irizarry

R. Irizarry summarized all major points of the meeting and encouraged students to talk to their friends about becoming involved. L. Martinez urged students to deposit their ideas in the Suggestion Box located in the Proyecto office.

The next meeting was scheduled for Friday, October 25, 1985 at 2:35 p.m.

Mr. Irizarry thanked the parents and students for attending the meeting.

Respectfully submitted,

J. Bernstein

RE: MINUTES OF BILINGUAL ADVISORY COUNCIL

DATE: OCTOBER 17, 1985, at 2:35 p.m., Room 517

INTRODUCTION

Reyes Irizarry opened the meeting by greeting the parents and students. He continued with an explanation of Proyecto Nuevos Horizontes. He explained the funding source (Federal Government), and mentioned some of the purposes of the programming, including: Improvement of instruction; attendance and achievement; encouragement of student participation; use of computers to assist instruction; involvement of parents, students and community.

I- ACTIVITIES - A list of activities was presented by R. Irizarry, followed by comments and ideas of students and parents. After he presented his list, students expanded the list with suggestions of their own.

A. NEWSPAPER

The creation of a bilingual newspaper is one of the activities included in the grant proposal. R. Irizarry explained that the newspaper would comprise student contributions in both Spanish and English . It could include literary, informative and artistic contributions. Students were invited to suggest possible names for the newspaper.

B. FUNDRAISING

R. Irizarry explained that any collecting of monies had to follow certain guidelines. Fundraising must be done on a volunteer basis. Contributors are to be directed to where they can make their donations, and not asked of individuals. In addition, students can ask for contributions in the community, from stores, from family members, and friends.

C. PARENT-TEACHER CONFERENCES

Parent-teacher conferences are to take place Monday, November 18 (evening), and Tuesday, November 19 (afternoon). Several activities are planned for Monday evening:

1. Food Festival - In the main lobby, on Monday, November 18 (4:30 p.m. - 7:00 p.m.), a Food Festival will be held to celebrate Puerto Rico Discovery Week. Teachers, students and parents will be asked to make food contributions. All parents will be invited to partake in the eating, and asked to make contributions to aid the Puerto Rican disaster victims. M. Caro suggested placing labeled jars or cans near the food tables to collect money.

D. CULTURAL CELEBRATIONS

R. Irizarry began by telling the students of the principal's policy to involve the entire school in any cultural activities to take place. Among some of the holidays to be celebrated are:

1. Puerto Rico Discovery Week: (Nov. 18-22). Planned so far for the week are:
   a. Food Festival on Nov. 18 (see above (c) Parent-Teacher Conferences.
   b. An exhibition to be set up for students, parents and teachers including music, art, history, artifacts, and portraits about Puerto Rico. Students were asked to contribute anything they might have.

2. Dominican Independence Day (Feb.)
   a. An auditorium assembly program is proposed for Dominican Independence Day. Students suggested including displays of flags and costumes and presenting music and dance of this nation.

The following is an additional list of activities generated by the students.

E. DANCES

Careful supervision and security were stressed.

F. TRIPS

Students voiced interest in making visits to places such as:
1. The New York Experience - (R. Diaz).
2. The Empire State Building (C. Casas).

G. A-V ACTIVITIES

Students suggested after-school presentations of:
1. Movies (pelicula de la semana - G. Chiniboga).
2. VCR Rentals.
3. A theatre group (R. Martinez).

H. EXPOSITIONS - (C. Casas) - Including Contests.

I. FASHION SHOWS- (M. Caro)

J. SPORTS DAY

K. TALENT SHOWS

L. VISITING SENIOR CITIZEN CENTERS - Presentations

M. JUNIOR HIGH SCHOOL ARTICULATION
1. Spread word of Proyecto Nuevos Horizontes to Junior High School.